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ABSTRACT

A comprehensive developmental studies program was initiated during Fall 1980 at Navarro College to help Micronesian and other international students become acquainted with American culture and to assist them in the areas of basic skills development, English as a second language (ESL), and career planning. The program offered a special course schedule consisting of a one-credit reading course covering study skills, comprehension, reading rate, and vocabulary: a one-credit course in fundamental math operations: a three-credit ESL course: and a three-credit human development course. The human development course provided survival skills information, such as how to open a bank account: an orientation to college life: instruction in American culture: and career information and vocational guidance. In addition, students enrolled in six to nine units of mainstream core coursework. All of the Micronesian students took the Human Development course, and their enrollment in the ESL and basic skills courses was determined by their performance on the Educational Testing Service Comparative Guidance and Placement Battery. The Fall 1980 academic progress of the students was encouraging, both in terms of the increases registered on pre- and post-tests and in terms of their overall grade point averages. The report details pre- and post-test scores for students in the math, reading, and ESL courses. (JP)

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A COMPREHENSIVE DEVEVELOPMENTAL STUDIES PROGRAM

FOR INTERNATIONAL STUDENTS

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CONCEPT PAPER

ON ESL

I. Introduction

During the past three and a half years Navarro College has been vitally interested in international students and the possibilities for improved international relations through education. One way in which this interest has been evident is through the college's participation in Project Micro--a program established with four other colleges in order to provide education to Micronesian students. Eighty-five Micronesian students have attended Navarro College in the past three years, and 19 of these students have received two-year degrees.

It has been found during this time that many academic problems for these students are related to their limited English proficiency. For example, freshman English is considered a major hurdle as it requires mastery of all language structures, knowledge of the principles of composition, and skill in the techniques of research. Also, courses requiring comprehension of difficult-to-read information and skills such as note-taking and outlining are found to be difficult for students. Finally, it has become evident that meeting the affective and cultural needs of international students is crucial to their success and happiness in a college or university setting. Explaining various aspects of American life, covering basic survival skills such as how to open a bank account, and counseling for career awareness have all been identified as important needs for the international student.

II. Need Statement

The following specific needs were identified as important facets of a program for Micronesian/international students at Navarro College:

A. A need exists for developmental courses in both Communications (Reading, writing, and study skills) and Mathematics.

B. A need exists for courses in English as a second language (courses uniquely geared to second language learners).

C. A need exists for a student cultural orientation to the U.S. and an introduction to relevant survival skills.

D. A need exists for a program of career awareness and guidance.

III. Objectives

In order to meet these needs, the following objectives were established:

A. To adapt and implement existing developmental courses in the areas of math and reading.

B. To develop and implement and second language program which covers essential language structures, the basics of oral communication, the elements of written composition, and study and research skills.

C. To develop and implement a provocational counseling program which includes a cultural orientation to the United States, exposure to essential survival skills for this new cultural setting, and guidance in career planning.

IV. Procedures

A. Developmental Semester: In order to meet these objectives, a Comprehensive Developmental Studies Program was developed for the Fall Semester of 1980. The following course schedule was made

available to each international student.

Fall Semester

Credits:	Developmental Courses
(1)	Developmental Reading
(1)	Developmental Math
(3)	English as a Second Language I (ESLI)
(3)	Human Development
8 credits	
	Mainstream Courses
(6-9)	Mainstream Core Coursework
14-17 credits	TOTAL

B. Placement

Students were placed in the following courses in order to provide preparation for mainstream coursework:

(1) All Micronesian students enrolling for classes at Navarro College for the first time in Fall 1980, went through the assessment and placement procedure held at registration. Based on their performance on two areas of the ETS Comparative Guidance and Placement Battery--math and reading--they were placed in either a three hour class or a one hour lab in one or both of these developmental areas.

(2) Placement of students in English as a second language classes was made on the basis of three separate assessments--a writing sample, an oral interview, and a student's score on the writing test of the ETS Comparative Guidance and Placement Battery. Each of these measures were carefully evaluated in order to determine whether a student needed to

review essential language structures or if the student was ready to learn about techniques of good composition and the basics of research for writing.

(3) Finally, all Micronesian students took a Human Development Course which included an introduction to the American culture, basic survival skill information and career/ voactional information.

C. Course Descriptions

Reading I: DS1013.

The curriculum for the reading class is structured around the four traditional skill areas--study skills, comprehension, reading rate, and vocabulary. Within this framework, a student meets the course requirements by completing an individualized contract which covers these four areas. This contract is fulfilled through a lab-lecture format.

Mathematics I: DS1213.

Basic Mathematics is an introductory course designed to provide a review of fundamental operations in mathematics, based on the individual student's identified need for compensatory work in basic arithmetic, algebra, and/or geometry. Concepts covered in the course include operations with fractions, percents, decimals, whole numbers, ratio and proportions, equations and work problems.

English as a Second Language: DS1513.

This course in English as a second language begins with a review of grammatical structure and exposure to common sentence level grammatical mistakes. It is followed with an introduction to the principles of composition and extensive practice in writing. Techniques in vocabulary development and study skills such as listening and notetaking and library research are covered as time allows.

Human Development:

This course includes basic survival skills information for international students, (i.e. opening a bank account, getting social security numbers, etc.) an orientation to college life (facts about college credit, G.P.A.'s, academic difficulty, organizations on campus, etc.), culturalization to American life, and career/vocational counseling (facts about careers and guidance with career selection).

IV. Results

The academic progress made by International students during the fall semester 1980, was evident in several ways: First pre- and post-test scores were encouraging.

Note on Table 1 that raw scores (RS) on the Writing Test increased 5-11 points for fourteen students. (Three students had not been pretested; the remaining four students did not make appreciable gains on the post-test).

Table 2 shows that gains on the reading scores were more modest, ranging from 2-7 points increase over pretest scores. Reading proficiency grade levels increased from .4-2.0 grades. (See Table 3)

The fact that gains in reading were more limited that those in writing reflects the difference in nature of the two language skills. While writing is a "hands on" task in which the writer masters specific units of language, reading involves organization and meaning which goes beyond the specific building block units of language. There is an abstract quality to the reading process which is crucially dependent upon native-speaker knowledge of a language and it is difficult to read for meaning without this knowledge.

Table 4 shows that gains in math scores ranged from 2-15 points. Some scores also remained constant.

The academic progress of the international students was also evident from their grade point average in all of their coursework. Of the seventeen Freshmen Micronesian students who matriculated at Navarro College in the Fall of 1980, only one of these students had a grade point average below 2.0. This group performance is an improvement over previous semesters in which 6-12 students were having academic difficulty during

each semester. (See Table 5)

This improvement in overall academic performance is further evidence of the impact of Developmental Studies courses for International students.

Progress was also made during the Fall of 1980 through the Human Development Course which was taught by the International student counselor through the Division of Developmental Studies. In the course cultural differencies and survival skill topics as budgeting, banking, legal problems, immigration, social problems, and academic problems, were discussed, and a unit in career awareness and career decision-making was also covered . In these ways, career guidance and an ongoing and crucial orientation to college life and living in the U.S. were provided.

V. Conclusion

A complete Developmental Studies Program for International Students at a Community college is unique. One which provides an orientation to American living, to campus life, and to career decision-making is even moreso. At Navarro College, such a program is alive and well, and thriving.

IV. Results

Table 1
Pre- and Post-Test
English as a Second Language

Instructor: B. Dogger

COURSE NO.	NAME	PRE-TEST			POST-TEST		
		RS	SS	Course Taken	RS	SS	Course Advised
DS1513.13	STUDENT A	12	31	3	20	42	-
	STUDENT B	12	31	3	21	43	3
	STUDENT C	7	23	3	13	32	3
	STUDENT D	19	41	3	16	36	3
	STUDENT E	7	23	3	13	32	3
	STUDENT F	13	32	3	22	45	3
	STUDENT G	7	23	3	13	32	3
	STUDENT H	-	-	3	10	28	3
	STUDENT I	10	28	3	9	26	3
	STUDENT J	8	25	3	8	25	3
	STUDENT K	5	21	3	12	31	3
	STUDENT L	10	28	3	16	36	3
	STUDENT M	7	23	3	13	32	3
	STUDENT N	11	29	3	18	39	3
	STUDENT O	-	-	3	15	35	3
	STUDENT P	-	-	3	12	31	3
	STUDENT Q	6	22	3	17	38	3
	STUDENT R	7	23	3	14	33	3
	STUDENT S	14	33	3	17	38	3
	STUDENT T	8	25	3	10	28	3
	STUDENT U	3	20	3	8	25	3

Table 2
Pre- and Post-Test
Reading Lab For
Internationals

Instructor: L. Orsak

COURSE NO.	NAME	PRE-TEST			POST-TEST		
		RS	SS	Course Advised	RS	SS	Course Advised
Read 1111.00	C	10	31	1	11	33	1
	U	3	22	1	7	27	1
	L	6	26	1	8	28	1
	F	12	34	1	15	38	1
	G	7	27	1	--	--	-
	M	1	20	1	9	30	1
	Q	7	27	1	10	31	1
	B	7	27	1	--	--	-
	A	5	24	1	7	27	1
	R	6	26	1	12	35	1
	E	7	27	1	10	31	1
	K	3	22	1	8	28	1
	N	4	23	1	7	27	1
	I	4	23	1	10	31	1
	T	4	23	1	7	27	1
	O	7	28	1	14	37	1

Table 3
Pre- and Post-Test
Reading Grade Levels

	PRE	POST
C	7.6	8.0
U	5.6	6.7
L	6.1	7.0
F	8.5	9.0
G	6.7	-
M	5.3	7.3
Q	6.7	7.6
B	6.7	-
A	6.1	6.7
R	6.5	8.5
E	6.7	7.6
K	5.6	7.0
N	5.9	6.7
I	5.9	7.6
T	5.9	6.7
O	6.7	8.9

Table 4
Pre- and Post-Test
Math Lab

Instructor: J. Russell

COURSE NO.	name	PRE-TEST RS	PRE-TEST SS	PRE-TEST Course Taken	POST-TEST RS	POST-TEST SS	POST-TEST Course Taken
Math 1111.CO	U	4	29	1	-	-	1
	C	8	36	1	15	48	0
	G	11	41	1	15	48	0
	L	4	29	1	9	37	-
	I	9	37	1	9	37	1
	N	6	32	1	8	36	-
	T	7	34	1	4	29	1
	F	5	31	1	9	37	1
	Q	7	34	1	8	36	1
	A	6	32	1	6	32	1
	S	13	44	1	7	34	1
	B	9	37	1	8	36	1
	R	7	34	1	9	37	1
	E	9	37	1	8	36	3
	K	10	39	1	7	34	0
	M	1	24	1	10	39	1

Table 5

No. of Students Having
Academic Difficulty
(2.0 G.P.A. in One Semester)

Semester	No. of Students
Fall, 1980	1
Spring, 1980	6
Fall, 1979	12
Spring, 1979	8
Fall, 1978	9

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